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ABSTRACT

This book explores the imperatives of a mass system of higher education through data drawn from a British study of access- and foundation-year students and their teachers. Chapter 1 introduces the book's purposes: to describe learning in postcompulsory education and reclamation of lifelong learning as a sociopolitical project in which universities and colleges can play a key part. Chapter 2 proposes a theoretical orientation for lifelong learning. Chapter 3 is a critique of the prevailing orthodoxy that assumes that a concern with education equates to a concern with formal education. Chapters 4-5 present some interview data that reflect the experience of a group of mature students currently in postcompulsory education. Data are organized under three themes: the course and the college, the student learning process, and motivational factors. The themes are depicted as a model of lifelong learning. Chapter 6 deals with the manner of data collection and analysis. Chapter 7 provides summaries of the key policy texts that were to appear during 1997: the Kennedy, Dearing, and Fryer reports. Chapter 8 explores some of the deficiencies of the current policy direction and argues that a radical proactive policy approach is required to bring about a society of lifelong learning. The book contains 130 references and subject and author indexes. (YLB)

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